



Adaptations/Accommodations Policy

1. Appropriate adaptations/accommodations to evaluation will be provided for students who have an identified exceptionality with an Individual Support Services Plan (ISSP).

Suitable adaptation/accommodations to evaluation may be provided for students who have an ISSP in place for at least the previous two years.

These adaptations/accommodations must be both;

- (i) **consistent with the student's ISSP, and**
- (ii) **consistent with adaptations/accommodations outlined in this policy**

2. Such adaptations/accommodations refer to the use of any reasonable means or special arrangements in addition to those used generally for other students. These adaptations/accommodations are appropriate to ensure all students have a fair opportunity to demonstrate their achievement under suitable conditions. Special adaptations/accommodations include but are not limited to:

- extra time
- dictation of responses - scribed or audiotaped
- reading of the exam without interpretation
- transcribing
- large print or braille
- sign language
- alternate setting within the school
- use of word processing software (specifically Microsoft WordPad)
- use of other types of assistive technology (approved on an individual basis)

3. Specific conditions for requesting adapted evaluation in the public examinations are as follows:

- As necessary, and as indicated by the Individual Support Services Plan (ISSP), adaptations/accommodations during the evaluation may be provided to offset specific need(s) that have been acknowledged by ISSP team members. Adaptations/accommodations requested must be consistent with the recommendations of the student's Comprehensive Assessment Report.
- Adaptations/accommodations to evaluation may include only such alternative means as are necessary for a fair and effective evaluation. The grading standards used will be the same as for all other students.

- No course may be evaluated by means which exclude the use of skills that are considered integral or essential to the course. For example, in an English Language or French course, specific skills include reading and viewing, writing and other ways of representing, speaking and listening.
 - ▶ “Reading” is the analysis, interpretation and critical evaluation of texts and text elements. At the high school level, a student may “read” by utilizing many different cuing strategies. “Reading” may not require the student to decode print.
 - ▶ Writing and other ways of representing are the integration and composition of information from many sources to convey meaning. They are also the articulation and justification of positions on an issue or text, showing an understanding of a range of viewpoints. At the senior high level, writing does not necessarily include the mechanical act of writing text on paper.
 - ▶ Listening is the interpretation of language. For students who are deaf or hard of hearing, listening may occur through hearing (possible use of FM system, etc.), speech reading (via a person familiar to the student), sign language, or a combination of these. Students who are deaf or hard of hearing may require extra repetition of listening material.
 - ▶ Viewing is the interpretation of print and media texts. For students who are blind or visually impaired, viewing may be facilitated through written description of media texts, as approved by the Department of Education. These students may be required to answer questions based on this description.

4. Specific guidelines for adapted and accommodated evaluation in the public examinations are as follows:

(i) Extra time:

- Exams are not intended to be strictly timed and as such a reasonable amount of time should be available to all students to complete exams.
- All public examinations are designed such that it is reasonable to expect students to easily complete all exams in a 3 hour time period.
- For those students who require a minimal amount of extra time there is a 30 minute grace period allowed (i.e., students may use a 3½ hours to complete a public examination.
- For those students requesting extra time as an accommodation, the maximum amount of extended time that may be granted is 1½ hours for a three hour exam (i.e., 4½ hours total).

- In some cases, a student may require scheduled, supervised breaks. Where this accommodation has been approved as part of the student's ISSP, the time for breaks should not be included as part of the time allowed for writing the exam.
- (ii) Dictation of Responses - Scribed or Audiotaped:
- Only individuals having professional qualifications in teaching or testing may be approved to act as scribes. Student assistants are not permitted to act as scribes.
 - The exam for which the accommodation has been approved cannot be scribed by:
 - ▶ the teacher teaching that particular course, or
 - ▶ any teacher who provided instructional support to the student in that course, or
 - ▶ by a relative of the student.
 - An approved scribe shall record only what the student dictates, without prompting. In any examination for which the conventions of written language are an integral aspect of the course, e.g., English Language or French, the student's dictation must be complete with grammatical usage and writing mechanics. The guidelines below must be followed.
 - ▶ English Language
 - ▶ The student should have experience using a scribe so that conventions are easily interpreted by the scribe (e.g., the ending of a sentence indicated by a prolonged pause). The student should not have to spell every word or indicate the beginning and end of each sentence. The student should, however, indicate when a new paragraph is to start.
 - ▶ French
 - ▶ Students would be expected to follow the same guidelines as with English Language except:
 - (i) they would have to indicate when accents on letters were necessary, and
 - (ii) where spelling was to be taken into account, spell each word.
 - Where audio taping is used to complete examinations in which writing is integral e.g., English Language and French, the student must provide dictation which indicates the writing mechanics, as noted above, to the qualified scribe or a written transcript of the oral presentation which indicates the conventions of written language.
 - An approved scribe performing graphical or mathematical processes shall write only as directed by the student. However, scribes may utilize electronic calculators or mathematical instruments provided that students direct their use.

- All scribed sessions must be accompanied by an audio recording of the session.
- (iii) Reading of the exam without interpretation:
- Test items may be read verbatim, without interpretation, to a student for whom a comprehensive assessment report has been completed confirming such a need.
 - The exam for which this accommodation has been approved cannot be read by:
 - ▶ the teacher teaching that particular course, or
 - ▶ any teacher who provided instructional support to the student in that course, or
 - ▶ by a relative of the student.
- (iv) Transcribing:
- A student may write his/her answers and then convert these answers orally into an audio recording.
- (v) Use of Word Processing Software:
- Desktop microcomputers or lap top computers may be used by a student to type responses to an exam. The only program to be used is Microsoft WordPad (IBM Compatible OS). Use of a spell checker, grammar checker or thesaurus is prohibited.
 - The file must be saved on a 3½ floppy diskette (or CD) using the file name a:/studentexam#name of exam (e.g. a:/51403Math3200).
 - A printed copy of the file, together with the diskette, must be sent to the Department of Education. The file must not be saved on the hard drive. No electronic or print copy of this file shall be kept at the school.

5. Procedures for requesting adapted evaluations are as follows:

- (i) Requests for an adaptation/accommodation are to be made on the appropriate form (provided) by **March 31st** for June
- Unless circumstances have changed, any adaptations/accommodations approved for June will be allowed for August
 - For those students writing a supplementary in August who have not written an exam the previous June, or who did not have an approved adaptation/accommodation, this application should be submitted by **June 30th**.

- (ii) Forms must be signed by the student, parent and principal. These forms are to be submitted to the District Program Specialist for Student Support Services or the Senior education Officer for signature. The program specialist must then forward these to the Department of Education.

NOTE:

- In special circumstances other forms of assistance may be required depending on the particular needs of the student as articulated in their ISSP. Determination of the use of other types of assistance or procedures will be made on an individual basis by the Program Specialist for Student Support Services in cooperation with the Manager for High School Certification at the Department of Education.



High School Certification

ADAPTATION/ACCOMMODATION FORM FOR PUBLIC EXAMINATIONS

REGISTRATION INFORMATION

Student Name: _____	MCP #: _____
School Name: _____	School #: _____
Course Name(s) _____	
and Number(s): _____	

THIS SECTION TO BE COMPLETED BY SCHOOL

upon review of student's comprehensive assessment and/or ISSP the student's exceptionality is:

current adaptations in place (for each course cited above)

adaptation/accommodation requested: _____

comments: _____

Signature of Guidance Counselor or Special Needs Teacher	Date
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Signatures: This application should be signed by the student, parent/guardian, and principal. Completed forms should be sent to the Program Specialist for Student Support Services

Signature of Student

Date

Signature of Parent/Guardian

Date

Signature of Principal

Date

THIS SECTION IS TO BE COMPLETED BY THE PROGRAM SPECIALIST FOR STUDENT SUPPORT SERVICES

Adaptations and/or Accommodations Requested:

- extra time amount of time _____
- dictation of Responses: scribed audiotaped
- reading of the exam without interpretation
- date of last comprehensive assessment _____
- Person completing last comprehensive assessment _____
- transcribing
- large print or braille
- sign language
- alternate setting within the school
- use of word processing software (specifically Microsoft WordPad)
- use of other types of assistive technology (approved on an individual basis)
- other

Details: _____

Signature of Program Specialist (Student Support Services)

Date